

ATTITUDES TOWARD THE YOUNG FARMERS ASSOCIATION  
OF SUPERINTENDENTS AND VOCATIONAL AGRI-  
CULTURE TEACHERS IN SCHOOLS WITH  
CHARTERED YOUNG FARMERS  
CHAPTERS IN MISSOURI

By

ROY ZANE MULBERRY

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1970

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1974

ATTITUDES TOWARD THE YOUNG FARMERS ASSOCIATION  
OF SUPERINTENDENTS AND VOCATIONAL AGRI-  
CULTURE TEACHERS IN SCHOOLS WITH  
CHARTERED YOUNG FARMERS  
CHAPTERS IN MISSOURI

Thesis Approved:

*Robert Timm*

Thesis Adviser

*Robert L. Price*

*Jacq Fritchard*

*James P. Key*

*D. D. Durham*

Dean of the Graduate College

NOV 25 1974

#### ACKNOWLEDGMENTS

The investigator wishes to acknowledge indebtedness to the many persons whose assistance, cooperation, and encouragement have made this study possible.

Appreciation is expressed to the faculty and secretaries of the Department of Agricultural Education at Oklahoma State University, especially Dr. Robert Terry, the investigator's primary adviser, for patience and assistance.

Thanks are also extended to the vocational agriculture teachers and superintendents with chartered Young Farmers chapters in Missouri who responded to the questionnaire, without whose opinions the study would not have been possible.

The investigator is indebted to Mr. Don Brown, Oklahoma State Department of Vocational Agriculture; Mr. Robert Hayword and other members of the Missouri Department of Vocational Agriculture; Dr. Gene Love, Head of the Department of Agricultural Education at Missouri University; and the students at Halfway High School for assistance in developing a questionnaire.

Thanks are extended to Dr. Ray Scott, superintendent of schools at Halfway, for allowing the investigator the time and encouragement to complete the study.

Finally, the investigator wishes to acknowledge the importance of the assistance, encouragement, patience, and dedication of his wife,

. Margaret, and parents, Mr. and Mrs. Raymond Mulbery. The investigator takes this opportunity to dedicate this study to them.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of Problem . . . . .	3
Purpose of Study . . . . .	3
Objectives of Study . . . . .	3
Limitations of Study . . . . .	4
Scope of Study . . . . .	4
Definition of Terms . . . . .	5
Procedures . . . . .	5
II. REVIEW OF LITERATURE . . . . .	8
Definition of Young Farmer Education . . . . .	8
The Need for Young Farmer Education . . . . .	10
Importance of Young Farmer Program to the All-Day Program . . . . .	12
Superintendent's Role in Young Farmer Education . . . . .	13
Establishing and Conducting a Young Farmers Association . . . . .	14
Summary . . . . .	18
III. PRESENTATION AND ANALYSIS OF DATA . . . . .	19
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	46
Summary . . . . .	46
Purpose and Objectives . . . . .	46
Procedure . . . . .	47
Findings . . . . .	47
Conclusions . . . . .	54
Recommendations . . . . .	56
A SELECTED BIBLIOGRAPHY . . . . .	58
APPENDIX . . . . .	61

## LIST OF TABLES

Table	Page
I. Marital Status of Vocational Agriculture Teachers . . . . .	21
II. Distribution of Vocational Agriculture Teachers According to Age . . . . .	22
III. Distribution of Vocational Agriculture Teachers According to Years of Experience . . . . .	23
IV. Distribution of Vocational Agriculture Teachers According to Size of School (Grades 9-12) . . . . .	24
V. Distribution of Vocational Agriculture Teachers According to Number of Members in the Local Young Farmers Chapter . . . . .	25
VI. Distribution of Vocational Agriculture Teachers According to Membership of Local Young Farm Wives Chapter . . . . .	26
VII. Distribution of Vocational Agriculture Teachers According to Membership of FFA Chapters . . . . .	27
VIII. Distribution of Vocational Agriculture Teachers According to Institution at Which the Undergraduate Work Was Completed . . . . .	28
IX. Distribution of Vocational Agriculture Teachers According to Years Employed in Present School System . . . . .	29
X. Distribution of Superintendents According to Years In Classroom Instruction . . . . .	30
XI. Distribution of Superintendents According to Years of Experience as Superintendent . . . . .	31
XII. Distribution of Superintendents According to Years Employed in Present School System . . . . .	32
XIII. Summary of Responses Regarding Type of Students Benefitted by the Young Farmers Chapter as Perceived by the Superintendents and Vocational Agriculture Teachers . . . . .	33

Table		Page
XIV.	Summary of Responses Regarding Leadership Development of Young Farmer Members by Superintendents and Vocational Agriculture Teachers . . . . .	35
XV.	Summary of Responses Regarding Effect of Young Farmers Association Upon Vocational Agriculture by Superintendents and Vocational Agriculture Teachers . . . . .	37
XVI.	Summary of Responses Regarding Eligibility for Membership of Young Farmers by Superintendents and Vocational Agriculture Teachers . . . . .	39
XVII.	Summary of Responses Regarding Finance of the Young Farmers Association by Superintendents and Vocational Agriculture Teachers . . . . .	40
XVIII.	Summary of Responses Regarding Organizing and Conducting the Young Farmers Association by Superintendents and Vocational Agriculture Teachers . . . . .	42
XIX.	Summary of Responses Regarding Other Characteristics of the Young Farmers Association by Superintendents and Vocational Agriculture Teachers . . . . .	44

## CHAPTER I

### INTRODUCTION

"The education of the out-of-school segment of our population has been neglected for many years; however, education is a continuing process if one is to succeed" (7, p. 266).

Post-high school agriculture organizations have been present for centuries, as Alfred True (28) states on page 7:

In 1785 the Philadelphia Society for Promoting Agriculture was organized to encourage a greater increase of products of land within the American States and for this purpose the society would print memoirs, offer prizes for experiments, improvements, and agricultural essays, and encourage the establishment of other societies through the country.

Provisions for systematic instruction of young farmers has continued to receive greater recognition as a responsibility of the vocational agriculture teacher. This responsibility has progressed to offer a degree of leadership as well as education with the evolvement of the Young Farmers Association. The obligation of adult education evolved from the first Federal Vocational Education Act of 1917 (Smith-Hughes), which stated that vocational agriculture programs should be "designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or the farm home" (16, p. 934).

For vocational agriculture teachers, Robert J. Florell (11) on page 263 states that there are three objectives in regard to adult education:



1. To provide effective educational leadership for adults who are farming or who are in farm related fields.
2. To use adult education as a tool for strengthening the school's vocational agriculture program.
3. To use adult education as a tool for gaining community support.

According to the American Association of School Administrators (29)

the following is true:

The next half century will emphasize adult education. The nation's educational development prior to 1900 was characterized largely by the growth and expansion of elementary education. In the first one-half of this century the outstanding development has been in secondary education. It may well be that the last half of the twentieth century will witness a major expansion in post-secondary education (p. 79).

A paramount need in any educational endeavor is the continuous search for new and better methods. This is true of the Young Farmers program of instruction, too. As stated by Brunner, et al., (5) on page 26:

Needed too is a great deal of research which will evaluate the effectiveness of adult education in improving the adjustments of various types of programs to meet the needs of adults of all ages, all levels of learning ability, and all major types of community experience.

Nielson (18) stated on page 101 that "sound purposes for a Young Farmer Association may be formulated by carefully analyzing the needs of the young farmers." He further stated that by analyzing the needs these purposes may be formulated:

1. To interest and aid out-of-school farm youth to become established in farming through a program of systematic and organized instruction sponsored by the association.
2. To provide an organization that will serve to bridge the gap between high school age and the time when an individual may take active membership in an adult farm organization.

3. To cooperate with all agencies and organizations whose objectives are the improvement of the economic, educational, and social conditions of rural life.
4. To provide rural leadership training activities.
5. To provide wholesome social and recreational activities.
6. To plan and render worthwhile community services based on the needs of our community.
7. To bring about a greater appreciation of the opportunities in farming and a love for country life (p. 101).

#### Statement of Problem

This study was undertaken because communication with vocational agriculture teachers during FFA activities over a period of time indicated a differing reaction among vocational agriculture teachers, among superintendents, and between vocational agriculture teachers and superintendents toward the needs and purposes of the Young Farmers Association in Missouri.

#### Purpose of Study

The main purpose of the study was to determine reactions of superintendents and vocational agriculture teachers in Missouri schools having chartered Young Farmers Associations regarding specific needs and purposes.

#### Objectives of Study

For accomplishing the purposes of the study the following objectives were formulated to determine reactions of superintendents and vocational agriculture teachers toward:

1. The effect of membership in the Young Farmers Association upon leadership development.

2. The effect of the Young Farmers Association upon the total vocational agriculture program.
3. The qualification for membership in a Young Farmers Association.
4. The finance of the Young Farmers Association.
5. The function of the Young Farmers Association.
6. Additional characteristics of the Young Farmers Association.

### Limitations of Study

The limitations of the study were as follow:

1. Only selected benefits and characteristics of the Young Farmers Association could be used.
2. Only vocational agriculture teachers and superintendents of schools with chartered Young Farmers Associations were used.

### Scope of Study

The study data were collected from vocational agriculture teachers and superintendents of 63 schools in Missouri which had chartered Young Farmers Associations in March of 1973. Those schools were Audrian, Alton, Albany, Ash Grove, Aurora, Bowling Green, Birch Tree, Mt. View, Braymer, California, Cameron, Carl Junction, Carrollton, Carthage, Centralia, Chillicothe, Cole Camp, Community Audrian Co., Conway, Couch, Dadeville, East Buchanan-Gower, East Prairie, Fredericktown, Gallatin, Gilman City, Greenfield, Hamilton, Hermann, Houston, Jasper, Keytesville, Kings City, Lafayette County, Higginsville, Lamar, Lexington, Lilbourn, Lockwood, Lutesville, Marshall, Marshfield, Maysville, Miller, Monroe City, North Harrison-Eagleview, North Nodaway-Hopkins, Northwestern Mendon, Orrick, Pilot Grove, Pleasant

Hill, Princeton, Salem, Salisbury, Savannah, Stet, Sweet Springs, Three Rivers-Popular Bluff, Tina-Avalon, Trenton, Warrensburg, Wellsville, and Russellville.

#### Definition of Terms

Young Farmer -- A farmer who has entered or plans to enter agriculture or agri-business. He may be full or part-time. He must be less than 40 years of age to be an active member of the association. Persons 40 or over are considered associate members and are entitled to all privileges of an active member in the local association except to hold office.

Young Farmers Association -- An educational organization for young farmers designed to promote education, leadership development, and cooperation.

Total Vocational Agriculture Program -- The educational training in secondary schools for students with agriculture or agri-business occupational objectives. This program includes the Future Farmers of America.

Agriculturalist -- Person who is actively engaged in agriculture or agri-business.

#### Procedures

This study was conducted through the use of a mailed questionnaire. The first step was to develop a list of questions to measure reactions of vocational agriculture teachers and superintendents to young farmer programs from other publications. After a list had been developed, it was sent to Mr. Robert Hayword, Executive Secretary of the Missouri

Young Farmers Association; Mr. Joe Moore, Southwest District Supervisor of Missouri Vocational Agriculture; and Dr. Gene Love, Head of Agricultural Education of the University of Missouri-Columbia. Questions were added and suggestions were made on the prevailing questions. A conference was then held with Mr. Hayword and later with Mr. Don Brown, Executive Secretary of the Oklahoma Young Farmers Association, to refine the instrument.

The questionnaire was divided into three divisions to secure data about (1) background characteristics of respondents and their programs, (2) responses on reaction statements, and (3) groups for which instructions should be intended.

Further refinement was suggested by the Teacher Education staff at Oklahoma State University. After it was felt the instrument had been fully developed, it was administered to two high school senior classes to measure readability. This led to final refinement and organization.

Before the questionnaires were mailed to the respective chapters, questions on the questionnaire were ranked as favorable or unfavorable and grouped under each objective by the Agricultural Education staff of Oklahoma State University and the Missouri State Vocational Agriculture Supervisory staff. Also, the questions were selected and worded so as to have an equal number of negative and positive statements as was possible. Thirty-eight reaction statements were put on the questionnaire.

Questionnaires were numbered on the back to identify to whom they were sent for follow-up purposes.

After final refinement, questionnaires were sent to vocational agriculture teachers and superintendents to be completed. The 63

chapters selected were those chapters in Missouri which were listed as being chartered as of March 1, 1973, by the State Department of Vocational and Technical Education. The first questionnaires were mailed on May 10, 1973.

After June 15 another letter was sent to those vocational agriculture teachers and superintendents not responding to urge completion of the questionnaire. Another questionnaire was included with these letters.

A phone call followed the second letter on July 30.

Fifty-four of 63 superintendents replied to the questionnaires mailed, for a total response equal to 85.7 percent. An identical number of questionnaires were mailed to vocational agriculture teachers with an equal response of 85.7 percent.

## CHAPTER II

### REVIEW OF LITERATURE

The review of literature for this study was broken down into five parts, which are as follow: Definition of Young Farmer Education, The Need for Young Farmer Education, Importance of Young Farmer Program to the All-Day Program, Superintendent's Role in Young Farmer Education, and Establishing and Conducting a Young Farmers Association.

This review shall help describe young farmer education from establishment progressively through its present developmental stage.

#### Definition of Young Farmer Education

An integral part of this study is to develop a basic understanding of what is meant by young farmer education. Beyl (3) has the following to say of a young farmer: "Many are called young farmers. Age is not the criterion in the definition; degree of establishment in farming is a more accurate criterion" (pp. 42-43).

Lloyd Phipps (20) on page 527 states that:

Young farmer courses are organized for young men, regardless of their previous schooling, who are becoming established in agriculture or agri-business. The young men on farms in a community may usually be classified into three distinct groups:

1. Young men living on farms who are out of school but who have not yet definitely decided to enter farming.
2. Young men who are living on farms and are out of school. They want to become established in farming but have made few definite steps toward establishment.

3. Young men who are becoming established in farming. They may be beginning farmers or farmers who are in partnership with someone else. They also may be part-time farmers.

He further states on pages 521 to 522 that young farmers have the following characteristics:

1. They are out of school.
2. They are interested in becoming established in farming.
3. They live on farms.
4. They are eager to learn.
5. They have acquired some operative skills but lack managerial experiences.
6. They are young enough to form good habits, ideals, and appreciations related to farming.
7. They attend classes for a purpose.
8. Many of them have the opportunities to carry out comprehensive farming programs.
9. They do not like too much formality in teaching.
10. They are working on farms in various capacities either at home or away from home.
11. They like to participate in sports.
12. They do not all have equal opportunities at home.
13. They have not all had the same educational opportunities.
14. They need occupational guidance.

Phipps (20) on page 583 also states the following:

A young farmer course may help the young men enrolled develop (1) broadened interests; (2) abilities in the more skillful use of the fundamental tools of learning; (3) ability to think through their problems; (4) abilities in social, recreational, and civic activities; (5) ability to solve successfully the problems involved in marriage and the establishment of a home; (6) ability to live by the principles of democracy; and (7) ability to learn from others.



## The Need for Young Farmer Education

All aspects of education are needed, and post-high school education should not be excluded. The education of the young farmers has been neglected regardless of the need.

As stated by Rawson (22) on page 247, "Today's advances in agriculture through research require a continued review of farming methods, farming techniques, and even the laws connected with agriculture."

To fill these needs he felt the following rules for a young farmer program need to be prescribed:

1. Young farmers accept information or facts from those who speak with authority about agriculture subjects.
2. Young farmers have a part in planning the educational program.
3. Young farmers must become involved in the actual appreciation of the course.
4. The total education program for young farmers needs to include the wife and family. (22, p. 248)

To teach vocational agriculture to high school students is the beginning of education. As Bruce Gaylord (12) says in the Agricultural Education Magazine on page 110:

Without a Young Farmer program we have too much of a dead end street. A vocational agriculture student is faced with problems that we have helped him identify many times, but they are small 'potatoes' as compared to what he will face after graduation from high school.

To meet the needs of young farmers it is necessary to develop purposes for instruction. The Official Manual of the California Young Farmer's Association (19) has set up the following purposes:

1. Provide an organization which will serve to bridge the gap between high school age and the time when an individual may take membership in an adult farm organization.
2. To help young men in getting established in farming.

3. To cooperate with FFA chapters in their activities.
4. To increase the member's knowledge of agriculture through systematic instruction.
5. To acquaint members with agricultural legislation.
6. To acquaint members with government agricultural services.
7. To encourage social and recreational activities.
8. To assist and cooperate with other farm organizations (p. 8).

From the student's viewpoint, Nichol森 (17) found the following reasons for attending evening and part-time schools and stated them on page 172:

1. Received mental stimulation from their studies and class-room experiences.
2. Believed they needed further education to be successful.
3. Hoped it would help them earn more money.
4. Believed that it would make them more secure.
5. Wished to have a better understanding of human nature.
6. Wished to improve their personality.

Leadership is also an integral part of the young farmer programs. As Cheatham (8) stated about young farmer organizations meetings, "There was a felt need for officers to be elected and function" (p. 31). In the December, 1965, issue of Agricultural Education Bingham (4) said, "Young farmers must be equipped to provide the leadership" (p. 128).

An example of satisfaction of leadership needs is emphasized by Stevens and Humnell (26) in the April, 1970, issue of Agricultural Education when they stated that "Young farmers who participate in local classes in agricultural production, some of whom serve as state officers, are activists in very constructive ways. They are articulate, alert, efficient, and cooperative" (p. 252).

Fred Sanders (23), President of the Mississippi Young Farmers Association, stated, "As young farmers, we now know and appreciate the value of vocational agriculture education and realize that this is perhaps the best mean whereby we can continue our training in modern farming" (p. 188).

#### Importance of Young Farmer Program to the All-Day Program

"All teachers in a department need experience with adults if they are to do their best with high school pupils" (20, pp. 503-504). Although Phipps expressed this need for vocational agriculture teachers to instruct adult programs, Sterling (25) claims, "If a teacher does a thorough job of teaching high school classes and advising the FFA, it is doubtful if he has the time to conduct an adult program that will meet the real needs in the 70's" (p. 27).

Price (21) found of his study in Pennsylvania and Oklahoma that "Teachers teaching out-of-school courses for young farmers also provide equal or superior programs of vocational agriculture and FFA chapter activities for all-day students."

Through experience with the young farmers, Gaylord (12) found the following: "Young farmers work is effective public relations, additional community resources for the all-day class work, and keeps the agriculture instructor up to date with current and realistic farm problems" (p. 110).

Bushoom (6) calls the out-of-school programs an ". . . excellent form of publicity for the department, the school, and the instructor" (p. 108).

Rawson (22) says, "A properly planned and organized young farmer program will be an asset to the school and a benefit to the community" (p. 248). Continuing, he cites, "The key to the success of a young farmer program remains with the vocational agriculture teacher" (p. 248).

Yates (30) found the following on page 107: "The farmers seemed to get a lot of fun out of raising money to buy the gilts they gave to the FFA chapter and also the other projects they worked on."

### Superintendent's Role in Young Farmer Education

A portion of this study has been concentrated upon the superintendent's reaction toward the young farmers. A purpose of the review will be to examine the role of the superintendent in young farmer education.

Phipps (20) has the following to say of the superintendent on page 497:

Local administrators should encourage adult farmer classes by allowing teachers of vocational agriculture time to conduct and supervise such courses. It is the responsibility of a school with a vocational agriculture department to promote adult classes, and these classes should be considered as an integral part of the program in vocational agriculture.

In order for the superintendent to complete his job, the vocational agriculture teacher must keep up-to-date information available. As Martin (15) states in his report on page 29:

Teachers of vocational agriculture should spend more time conferring with their superintendents about problems in agriculture. Keeping the superintendent well informed about the agriculture program may result in better superintendent-teacher rapport.

In a study by Henderson (14) in Nebraska, superintendents were in favor of adult farmer education for three reasons: (1) good public relations, (2) provide up-to-date knowledge for farmers in their

communities, and (3) give adults a better perspective of the school.

True (28) sums up the role of the superintendent by saying, "No adult farmers program can be successful without the support of the school administration" p. 37.

### Establishing and Conducting a Young Farmers Association

A Young Farmer Organization must get the proper start if it is to continue as a highly successful Young Farmer Association and educational system. Several successful methods have been used for the formation of the young farmers.

Henderson (14) states on page 38, "No completely definite plans of procedure for organizing and conducting a highly successful adult educational program can be outlined that will apply to every situation."

Also, he felt his study identified problems which could be similar to any vocational agriculture teacher conducting adult farmer programs. They were as follow (14, p. 39):

1. Establish policies.
2. Follow careful organizational and development procedures to avoid conflicts.
3. Inform school administrators of the nature, scope, and purposes of the adult farmer education programs.
4. Conduct interesting meetings which maintain a balance between educational and social phases.
5. Carry out adequate promotional work before the first meeting such as personal contacts, write letters to prospective members, and newspaper articles.

Bergevine, Morris, and Smith (2) allowed the following as procedures for planning an adult educational program:

1. Identify a common interest or need of those who will participate.
2. Develop topics.
3. Set goals for the learning activity.
4. Select appropriate resources.
5. Select appropriate educational techniques and sub-techniques.
6. Outline each session and the various responsibilities to be carried out (pp. 10-12).

Ekstrom and McClelland (10) cited the following five principles for developing adult education programs on page 62:

1. The organization should be formed to meet needs or interests recognized by students.
2. The program should provide for a maximum amount of planning and direction by members.
3. The program should include co-ed activities.
4. The program should be based, as far as practical, on adult tasks.
5. The program should provide for cooperation with other agencies which are working toward the attainment of similar objectives.

Yates (30) indicated the following steps on page 107 in forming a young farmer group:

1. Get acquainted with all the farmers in the community.
2. Appoint an advisory council to help you carry on the work.
3. Have interesting programs and see that the farmers receive farm instruction to help them to a better job on their farm.
4. Meet the year around as to keep the interest up, and meet at least once per month. It was found that attendance was almost as good through the busy seasons as at the other times.
5. Have a definite meeting date and place and not let it be in conflict with other community meetings.

6. Serve a meal, if possible, at each meeting and charge the members for it.

7. Let the members carry on the meeting themselves as much as possible on committees and let them all in on planning the clubs.

8. Personal invitations to the farmers to encourage them to attend and to show them that you are interested in their individual problems as they arise on their farms.

9. Have some project for the club to work on at all times. There seems to be more interest if they are all working together for a common goal.

Allison (1) reported the following practices for development on page 29:

1. Determine if there is a need for a young farmer program in the community.

2. The vocational agriculture teacher should determine the attitude of the school system toward establishment of a young farmer program.

3. Develop a list of eligible young farmers in the community.

4. Meet with three or four key young farmers and explain the young farmers program to them.

5. Set the date for the first organizational meeting in cooperation with the young farmers and the school system.

6. Publicize the first organizational meeting through the local newspaper.

As indicated, it is necessary to have a sufficient number of young farmers in the community to have an effective organization. Phipps (20) stated, "There is present in practically every community where vocational agriculture is taught a sufficient number of young men living on farms to justify organizing and conducting a young farmer program."

According to Gaylord (12), the following sources may be used to locate young farmers:

1. Permanent records in high school files

2. County agents
3. Files in the department of former students
4. Veteran's instructor in the department
5. Farmers in the area (p. 110)

Attendance is a contributing benefit for a successful organization.

Glen Schein (24) on page 70 cites the following as factors to affect attendance:

1. Number of part-time farmers in the community
2. The lack of unity within the community
3. Other school activities
4. Physical handicaps (weather)
5. A failure to understand the purpose of adult classes

Although the proper procedures were followed, it was found by Heitz (13) in Nebraska that the following factors had an effect on whether or not an out-of-school class was taught:

1. Instructor's personal likes
2. Professional preparations
3. Superintendent's and school board's attitudes
4. Time for out-of-school classes
5. Desire for training (p. 146)

An additional benefit to the strength of a young farmer organization has been participation in a young farmer tour. Glen Davis (9) uses these two effects of a tour:

1. That substantial improvement had occurred in the educational programs with young farmers and adults in the department, having a vocational agriculture teacher participate in the tour.

2. That the majority of teachers making the tour and not having a young farmer chapter in operation would achieve a local organization within one year after the tour (p. 286).



### Summary

The literature reviewed covered five areas of investigation deemed pertinent to this study. The purpose of the review was to explain the Young Farmer program from its inception to where it is today.

The young Farmer Organization's development has been slow, but it is reaching an increasingly larger number of persons, as indicated by a 70 percent growth in Young Farmer membership in Missouri in 1972. Today's advances in technology dealing with agriculture increase the need for education to meet the increased demands of society.

Although Missouri has had a 70 percent growth in 1972, only 63 charters have been issued, with 232 vocational agriculture departments. Also, only one-half of the states have charters, indicating many more young farmers need to be reached.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

The main purpose of the study was to determine reactions of superintendents and vocational agriculture teachers in Missouri schools having a chartered Young Farmers chapter regarding specific needs and purposes of the Young Farmers Association. To fulfill this, personal data regarding each group were obtained. For the vocational teachers these data included the following: marital status, age, years of teaching vocational agriculture, size of school system (grades 9-12), number of members in the Young Farmers Association, number of members in the local FFA chapter, institution from which degree was received, and number of years teaching in the present school system. Personal data obtained from the superintendents included the following: number of years spent in classroom instruction, number of years serving as superintendent, and the number of years employed in the present position.

After completing the personal data, the following objectives had to be accomplished: (1) To determine reactions of superintendents and vocational agriculture teachers toward the effect of membership in the Young Farmers Association upon leadership development, (2) to determine reactions of superintendents and vocational agriculture teachers toward the effect of the Young Farmers Association upon the total vocational agriculture program, (3) to determine reactions of superintendents and vocational teachers toward the qualification for membership in a Young

Farmers Association, (4) to determine reactions of superintendents and vocational agriculture teachers regarding the finance of the Young Farmers Association, (5) to determine reactions of superintendents and vocational agriculture teachers regarding the function of the Young Farmers Association, and (6) to determine reactions of superintendents and vocational agriculture teachers regarding additional characteristics of the Young Farmers Association.

Questionnaires were mailed to the superintendents and vocational agriculture teachers of the 63 chartered Young Farmers Associations on May 10, 1973. From the 63 vocational agriculture teachers which were mailed questionnaires, 54 teachers replied, for a percentage of 85.7. Fifty-four of 63 superintendents replied to the questionnaires mailed for a total response equal to 85.7 percent. Returned questionnaires were collected, and the data were analyzed and summarized.

The personal data section of the questionnaire was designed to show the background characteristics of the respondents and their programs. The areas used in the investigation were felt to be of greatest significance to the investigation and would give a better introduction for the data presented.

In order to arrive at an average response for each statement, numerical values were assigned to the response categories as follows:

<u>Positive Statement</u>	<u>Negative Statement</u>
Strongly Agree - 5	Strongly Agree - 1
Agree - 4	Agree - 2
Neutral - 3	Neutral - 3
Disagree - 2	Disagree - 4
Strongly Disagree - 1	Strongly Disagree - 5

The numerical values of the negative statements were reversed to allow the investigator to sum all statements. A negative statement

which received a "strongly disagree" rating reflected a positive attitude. The numerical values of all superintendents and vocational agriculture teachers' responses to each statement were totaled and averaged. Prior to analysis, the investigator decided the actual numerical range for each response category would be assigned as follows: Strongly Agree--4.5 to 5.00; Agree--3.50 to 4.49; Neutral--2.50 to 3.49; Disagree--1.50 to 2.49; and Strongly Disagree--1.49 and below.

The first tables are a summary of the selected background characteristics of the superintendents and vocational agriculture teachers.

Table I relates the marital status of vocational agriculture teachers. Forty-nine (90.7 percent) of the vocational agriculture teachers were married, while five (9.3 percent) were single.

TABLE I  
MARITAL STATUS OF VOCATIONAL AGRICULTURE TEACHERS

Marital Status	Distribution	
	Number	Percent
Single	5	9.26
Married	49	90.74
Total	54	100.00

Table II summarizes the age of the vocational agriculture teachers. The average age of the vocational agriculture teachers was 38.30. The

largest group was in the age range from 26 to 30, with 11 respondents in that group. The second largest groups were the age ranges from 20 to 25 and those over 50, with ten respondents in each range. Total age range was from 23 to 65. The largest age group was those 24 years of age.

TABLE II  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO AGE

Age	Distribution	
	Number	Percent
20-25	10	18.52
26-30	11	20.37
31-35	6	11.11
36-40	4	7.41
41-45	5	9.26
46-50	8	14.81
Over 50	10	18.52
Total	54	100.00

Note: Average age = 38.30.

Table III relates the number of years experience as a vocational agriculture teacher. The years of experience ranged from 1 to 35 years,

with 13.31 years as the average years of experience. The largest group was the range from 1 to 5 years of experience, with 17 respondents (31.48 percent). The range from 21 to 25 years with 12 teachers (22.22 percent) was the next largest group. The largest group was those with one year of experience.

TABLE III  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO YEARS OF EXPERIENCE

Years of Experience	Distribution	
	Number	Percent
1 - 5	17	31.48
6 - 10	9	16.67
11 - 15	6	11.11
16 - 20	5	9.26
21 - 25	12	22.22
26 - 30	1	1.85
31 - 35	4	7.41
Total	54	100.00

Note: Average Years of Experience = 13.31.

Table IV gives the size of the schools (grades 9-12). The school enrollment ranged from 50 to 750 students. The largest group was from

those schools with 151 to 300 students, which had 16 respondents, or 29.63 percent of the total responses. Twelve respondents (22.22 percent) were from schools having 150 or fewer students. Seven respondents represented schools with 451-600 and over 600 students, respectively.

TABLE IV  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO SIZE OF SCHOOL (GRADES 9-12)

Size of School	Distribution	
	Number	Percent
150 and less	12	22.22
151 - 300	16	29.63
301 - 450	10	18.52
451 - 600	7	12.96
Over 600	7	12.96
No response	2	3.71
Total	54	100.00

Table V summarizes the number of members in the local Young Farmers Association. The enrollment ranged from 10 to 60, with an average membership of 24.02. The largest group were teachers with Young Farmer chapters with a total membership in the 10 to 20 range (46.30 percent of

the respondents). Chapters with less than 30 members accounted for 81.49 percent of the total chapters. Seven teachers (12.96 percent) had from 31 to 40 members; one (1.85 percent) had 41 to 50 members; and two teachers (3.70 percent) had Young Farmer chapters with from 51 to 60 members.

TABLE V  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO NUMBER OF MEMBERS IN THE LOCAL  
YOUNG FARMERS CHAPTER

Number of Members	Distribution	
	Number	Percent
10 - 20	25	46.30
21 - 30	19	35.19
31 - 40	7	12.96
41 - 50	1	1.85
51 - 60	2	3.70
Total	54	100.00

Table VI accounts for the number of members in the local Young Farm Wives chapter. Thirty-seven (68.52 percent) of the respondents indicated they did not have a Young Farm Wives chapter. The number of members in the chartered chapters ranged from 6 to 44. The largest



group of teachers was those with chapters having ten or fewer members. Only two teachers had over 30 members in their wives organizations.

TABLE VI  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO MEMBERSHIP OF LOCAL YOUNG  
FARM WIVES CHAPTER

Number of Students	Distribution	
	Number	Percent
No association	37	68.52
0 - 10	6	11.11
11 - 20	4	7.41
21 - 30	5	9.26
31 - 40	1	1.85
Over 40	1	1.85
Total	54	100.00

Note: Average number of members in local Young Farm Wives chapter (including only those schools which have Young Farm Wives) = 18.35.

Table VII lists the number of students in the FFA chapters of schools with a chartered local Young Farmers chapter. The largest group was those with from 51 to 75 FFA members, a total of 20 teachers (37.84 percent). Seventeen teachers (31.48 percent) advised chapters having 26

to 50 members. Five teachers (9.26 percent) had FFA chapters with 25 or fewer members. Chapters with membership totaling 101 to 125 and over 125 members were each advised by two teachers (3.70 percent).

TABLE VII  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO MEMBERSHIP OF FFA CHAPTERS

Number of Students	Distribution	
	Number	Percent
1 - 25	5	9.26
26 - 50	17	31.48
51 - 75	20	37.04
76 -100	8	14.82
101 -125	2	3.70
Over 125	2	3.70
Total	54	100.00

Table VIII indicates the institution where the vocational agriculture teachers completed their undergraduate work. Forty-seven (87.04 percent) of the respondents completed their work at the University of Missouri. Other vocational agriculture teachers received their degrees from Oklahoma State University, Arkansas State University, or Texas A & M.

TABLE VIII  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO INSTITUTION AT WHICH THE  
UNDERGRADUATE WORK WAS COMPLETED

Institution	Distribution	
	Number	Percent
No response	2	3.70
University of Missouri	47	87.04
Oklahoma State University	3	5.56
Arkansas State University	1	1.85
Texas A & M	1	1.85
Total	54	100.00

Table IX summarizes the number of years the vocational agriculture teachers had been in the present school systems. The largest group was the teachers with a range from one to five years tenure, with 23 respondents (42.59 percent). Over 71 percent had been in the present school system less than ten years. The average number of years employed in the school system was 9.31.

Table X is a summary of the years of experience which superintendents were involved in classroom instruction. Thirty-six (66.67 percent) of the respondents were not experienced in elementary instruction. The largest group with such background was that which ranged from one to five years, with 13 respondents. The largest group in secondary educational experience was that with from six to ten years, with 20

respondents (37.04 percent). The second largest group was the one to five years range. Secondary experience ranged from none to 16 years. Only four respondents had other classroom experience.

TABLE IX  
DISTRIBUTION OF VOCATIONAL AGRICULTURE TEACHERS  
ACCORDING TO YEARS EMPLOYED IN PRESENT  
SCHOOL SYSTEM

Number of Years	Distribution	
	Number	Percent
1 - 5	23	42.59
6 - 10	16	29.63
11 - 15	4	7.42
16 - 20	5	9.26
21 - 25	2	3.70
26 - 30	2	3.70
Over 30	2	3.70
Total	54	100.00

Note: Average number of years in present school system = 9.31.

TABLE X  
DISTRIBUTION OF SUPERINTENDENTS ACCORDING  
TO YEARS IN CLASSROOM INSTRUCTION

Years	Distribution	
	Number	Percent
<u>Elementary</u>		
None	36	66.67
1 - 5	13	24.07
5 - 10	4	7.41
Over 10	1	1.85
Total	54	100.00
<u>Secondary</u>		
None	5	9.26
1 - 5	19	35.19
6 - 10	20	37.04
11 - 15	8	14.81
Over 15	2	3.70
Total	54	100.00
<u>Other</u>		
None	50	92.60
1 - 5	2	3.70
Over 5	2	3.70
Total	54	100.00

Table XI illustrates the years of experience as superintendents of schools for the respondents. The largest group had from 11 to 15 years with 13 respondents (24.07 percent), while those with from 1 to 5, 6 to 10, and 16 to 20 were similar in size with a response variation of only 5.55 percent between the smallest and largest of the four ranges. The experience of the superintendents varied from 1 to 39 years, with an average of 13.17 years.

TABLE XI  
DISTRIBUTION OF SUPERINTENDENTS ACCORDING TO  
YEARS OF EXPERIENCE AS SUPERINTENDENT

Years	Distribution	
	Number	Percent
1 - 5	12	22.22
6 - 10	11	20.37
11 - 15	13	24.07
16 - 20	10	18.52
21 - 25	3	5.56
26 - 30	2	3.70
Over 30	3	5.56
Total	54	100.00

Note: Average years as superintendent = 13.17.

Table XII summarizes the number of years superintendents have been employed in their present school system. The largest group fell in the range from one to five years, with 27 respondents (50 percent). The total range was from 1 to 28 years, with an average of 7.47.

TABLE XII  
DISTRIBUTION OF SUPERINTENDENTS ACCORDING TO  
YEARS EMPLOYED IN PRESENT SCHOOL SYSTEM

Years	Distribution	
	Number	Percent
No response	3	5.56
1 - 5	27	50.00
6 - 10	12	22.22
11 - 15	6	11.12
16 - 20	2	3.70
21 - 25	2	3.70
Over 25	2	3.70
Total	54	100.00

Note: Average years employed in present school system = 7.47.

A list of persons benefitting from the Young Farmers Association was summarized in Table XIII. Those established agriculturists who desire additional training was the group named by 42 superintendents and

50 vocational agriculture teachers. The 18 to 40 age group was indicated by 40 superintendents and 39 vocational agriculture teachers. A difference in response was found for the all ages category, as indicated by the 12 superintendents and 31 vocational agriculture teachers responding. Aside from this difference, responses by the two groups were similar.

TABLE XIII

SUMMARY OF RESPONSES REGARDING TYPE OF STUDENTS BENEFITTED BY  
THE YOUNG FARMERS CHAPTER AS PERCEIVED BY THE SUPERINTEN-  
DENTS AND VOCATIONAL AGRICULTURE TEACHERS

Students Benefitted*	Number of Superintendents (N=54)	Number of Vo-Ag Teachers (N=54)
Out-of-school youth and drop-outs	29	38
Students who are not college bound	36	36
All students, college bound or not	17	30
Established agriculturalists who desire additional training	42	50
The 18 to 40 age group	40	39
All ages	12	31
Other students	1	7
1. All the people in the area		
2. Ladies		
3. Older all day students		
4. Older farmers		
5. Agricultural related employees		
6. Beginning farmers		

\*Respondents listed all groups which were applicable.



The following six tables are the summaries of the data reported by the superintendents and vocational agriculture teachers responding from the chartered Young Farmers Associations in Missouri. The purpose of this section of the study was to determine superintendents' and vocational agriculture teachers' reactions to selected needs and purposes of the Young Farmers Association. The six divisions of needs and purposes were leadership related, relationship to the total vocational agriculture program, eligibility for membership, finance of Young Farmers Association, organizing and conducting Young Farmers Association and program, and additional characteristics. Cumulative scores and mean scores were given for each of the statements in the following tables.

Table XIV is a summary of the reactions of superintendents and vocational agriculture teachers regarding leadership related benefits.

The majority of the vocational agriculture teachers and superintendents expressed an agree response to the leadership benefits received from the Young Farmers Association. However, two of the benefit statements received neutral responses and two received disagree responses.

Superintendents and vocational agriculture teachers agreed with the statement that Young Farmer activities similar to FFA provide an interesting and balanced Young Farmer program with a mean response of 4.23 and 4.52, respectively. Both respondent groups agreed the Young Farmers Association fosters leadership for its members. Regarding the statement that the Missouri Young Farmers Association does not allow officers who are over 40 is a detriment to the Young Farmers Association, vocational agriculture teachers expressed an agree mean response of 3.91, but the superintendents expressed a neutral mean response of 3.17. A contrasting

TABLE XIV

SUMMARY OF RESPONSES REGARDING LEADERSHIP DEVELOPMENT OF YOUNG FARMER  
MEMBERS BY SUPERINTENDENTS AND VOCATIONAL AGRICULTURE TEACHERS

Statement	Responses by Degree of Agreement												Cumulative Response	Mean Response	
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Answer				
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent			
1. State and district activities similar to FFA help to provide interest and a balanced Young Farmer program (State Convention, tours, newsletter, etc.).															
Superintendents N=54	14	25.93	37	68.52	2	3.70	0	0.00	0	0.00	1	1.85	224	4.23	
Vo-Ag Teachers N=54	30	55.56	22	40.74	2	3.70	0	0.00	0	0.00	0	0.00	244	4.52	
2. The local Young Farmers Association would probably terminate if the current vocational agriculture teacher should leave.															
Superintendents N=54	2	3.70	8	14.81	1	1.85	29	53.70	13	24.07	1	1.85	202	3.81	
Vo-Ag Teachers N=54	2	3.70	8	14.81	10	18.52	28	51.85	6	11.11	0	0.00	190	3.52	
3. A Young Farmers Association fosters leadership for its membership.															
Superintendents N=54	6	11.11	37	68.52	7	12.96	2	3.70	0	0.00	2	3.70	203	3.90	
Vo-Ag Teachers N=54	15	27.78	32	59.26	6	11.11	1	1.85	0	0.00	0	0.00	223	4.14	
4. The Missouri Young Farmer Association does not allow officers who are over forty. This is a detriment to the Young Farmer Association.															
Superintendents N=54	1	1.85	13	24.07	17	31.48	20	37.04	2	3.70	1	1.85	168	3.17	
Vo-Ag Teachers N=54	3	5.56	4	7.41	5	9.26	25	46.30	17	31.48	0	0.00	211	3.91	
5. Young Farmer members need to take a more active role in planning and conducting meetings.															
Superintendents N=54	2	3.70	30	55.56	18	33.33	2	3.70	0	0.00	2	3.70	123	2.38	
Vo-Ag Teachers N=54	12	22.22	31	57.41	7	12.96	1	1.85	1	1.85	2	3.70	104	2.00	

response was received regarding the statement that the local Young Farmers chapter would terminate if the current vocational agriculture teacher should leave, as the superintendent responded with an agree and the vocational agriculture teacher a neutral response. The lowest mean responses of 2.38 and 2.00, denoting disagree, were expressed by the superintendents and vocational agriculture teachers, respectively, on the statement concerning the Young Farmers' role in planning and conducting meeting programs.

Data revealed in Table XV indicate a mean response of agree on all statements regarding the effect of the Young Farmers Association upon the total vocational agriculture program, except one mean response of 3.47, a neutral, by the superintendents pertaining to the statement that a Young Farmers Association has no effect on the vocational agriculture program as perceived by the local administration. The vocational agriculture teachers had a mean response of 3.87 to this statement.

The vocational agriculture teachers expressed their lowest mean response of 3.83, an agree response, regarding the statement that the Young Farmers Association increases awareness of the FFA program, while the superintendents expressed an equal mean response of 3.83. The largest mean response was expressed by both groups regarding the relationship which the Young Farmers Association will foster regarding to the relationship between the school and rural community. The superintendents maintained a mean response of 4.11, while the vocational agriculture teachers maintained a 4.52, both high agree responses. The response to the remainder of the statements regarding the effect of the Young Farmers Association maintained a mean response of agree.

TABLE XV

## SUMMARY OF RESPONSES REGARDING EFFECT OF YOUNG FARMERS ASSOCIATION UPON VOCATIONAL AGRICULTURE BY SUPERINTENDENTS AND VOCATIONAL AGRICULTURE TEACHERS

Statement	Responses by Degree of Agreement												Cumulative Response	Mean Response	
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Answer				
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent			
1. The Young Farmers Association fosters a better relationship between agri-businessmen and farmers.															
Superintendents N=54	3	5.56	39	72.22	11	20.37	0	0.00	0	0.00	1	1.85	204	3.85	
Vo-Ag Teachers N=54	17	31.48	33	61.11	4	7.41	0	0.00	0	0.00	0	0.00	229	4.24	
2. The Young Farmers Association increases the awareness of the FFA program.															
Superintendents N=54	5	9.26	34	62.96	12	22.22	1	1.85	0	0.00	2	3.70	199	3.83	
Vo-Ag Teachers N=54	10	18.52	28	51.85	11	20.37	4	7.41	0	0.00	1	1.85	203	3.83	
3. A Young Farmers Association has no effect on the vocational agriculture program as perceived by the local administration.															
Superintendents N=54	2	3.70	10	18.52	5	9.26	33	61.11	3	5.56	1	1.85	184	3.47	
Vo-Ag Teachers N=54	0	0.00	5	9.26	9	16.67	28	51.85	12	22.22	0	0.00	209	3.87	
4. A Young Farmers Association has no relationship to a more effective vocational agriculture as perceived by the local community.															
Superintendents N=54	0	0.00	4	7.41	7	12.96	33	61.11	8	14.81	2	3.70	201	3.86	
Vo-Ag Teachers N=54	0	0.00	1	1.85	6	11.11	27	50.00	20	37.04	0	0.00	228	4.22	
5. The Young Farmers Association will foster better relationships between the school and rural community.															
Superintendents N=54	11	20.37	37	68.52	5	9.26	0	0.00	0	0.00	1	1.85	218	4.11	
Vo-Ag Teachers N=54	31	57.41	21	38.89	1	1.85	1	1.85	0	0.00	0	0.00	244	4.52	
6. Participation in a Young Farmers Association will not help prepare a vocational teacher for a better day school program.															
Superintendents N=54	2	3.70	1	1.85	9	16.67	36	66.67	5	9.26	1	1.85	200	3.77	
Vo-Ag Teachers N=54	3	5.56	0	0.00	1	1.85	22	40.74	28	51.85	0	0.00	334	4.33	
7. A Young Farmers Association does little to help in making the community aware of the total vocational agriculture program.															
Superintendents N=54	0	0.00	3	5.56	9	16.67	34	62.96	6	11.11	2	3.70	199	3.75	
Vo-Ag Teachers N=54	1	1.85	4	7.41	3	5.56	22	40.74	24	44.44	0	0.00	226	4.19	

Responses regarding the eligibility for membership of young farmers are charted in Table XVI. The largest mean response by superintendents was 4.11, an agree response, regarding high school counselors encouraging persons returning to the farm to join the Young Farmers Association. Vocational agriculture teachers expressed a mean response of 4.09 on the identical statement. Vocational agriculture teachers' largest mean expression was 4.57, a strongly agree response, regarding the number of young farmers in the area to keep a local Young Farmers chapter as a worthwhile educational program. Superintendents expressed an agree response.

Three other statements which received an agree response by the superintendents and vocational agriculture teachers listed in order of agreement were that (1) the Young Farmers Association further developed the abilities of members for their agriculture and agri-business endeavors, (2) farm-related businessmen should be included in the Young Farmers Association, and (3) the administrator benefits as an associate member. The superintendents had a low agreement response to the final statement. A neutral response was exhibited by both groups regarding efforts to serve the Veterans Training Program as a part of the Young Farmer work, while the lowest mean response of 2.84 and 2.79, neutral responses, was exhibited by superintendents and vocational agriculture teachers, respectively, regarding the Young Farmers Association's preparing students for entry into occupations in agriculture and agribusiness.

Responses regarding the finance of the Young Farmers Association and the Young Farmers educational program are accounted in Table XVII. Superintendents and vocational agriculture teachers in general had a neutral response regarding the finance of the young farmers.

TABLE XVI

## SUMMARY OF RESPONSES REGARDING ELIGIBILITY FOR MEMBERSHIP OF YOUNG FARMERS BY SUPERINTENDENTS AND VOCATIONAL AGRICULTURE TEACHERS

Statement	Responses by Degree of Agreement												Cumulative Response	Mean Response	
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Answer				
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent			
1. High school counselors should encourage persons returning to the farm to join the Young Farmers Association.															
Superintendents N=54	13	24.07	34	62.96	5	9.26	1	1.85	0	0.00	1	1.85	218	4.11	
Vo-Ag Teachers N=54	23	42.59	18	33.33	10	18.52	1	1.85	2	3.70	0	0.00	221	4.09	
2. In my opinion there are not enough Young Farmers in this area to keep a local Young Farmers Association as a worthwhile educational program.															
Superintendents N=54	1	1.85	2	3.70	4	7.41	38	70.37	8	14.81	1	1.85	209	3.94	
Vo-Ag Teachers N=54	2	3.70	0	0.00	0	0.00	15	27.78	37	68.52	0	0.00	247	4.57	
3. A major purpose of the Young Farmers Association is to further develop the abilities of members for their agriculture and agri-business endeavors.															
Superintendents N=54	4	7.41	43	79.63	6	11.11	0	0.00	0	0.00	1	1.85	210	3.96	
Vo-Ag Teachers N=54	20	37.04	34	62.96	0	0.00	0	0.00	0	0.00	0	0.00	236	4.37	
4. The administrator would not benefit as an associate member of the Young Farmers Association.															
Superintendents N=54	0	0.00	5	9.26	19	35.19	26	48.15	3	5.56	1	1.85	186	3.51	
Vo-Ag Teachers N=54	1	1.85	2	3.70	12	22.22	27	50.00	12	22.22	0	0.00	209	3.87	
5. It is not the purpose of the Young Farmers Association to prepare students for entry into occupations in agriculture and agri-business.															
Superintendents N=54	1	1.85	19	35.19	20	37.04	9	16.67	2	3.70	3	5.56	145	2.84	
Vo-Ag Teachers N=54	5	9.26	24	44.44	5	9.26	15	27.78	4	7.41	1	1.85	148	2.79	
6. Farm related businessmen should be included in the membership of the Young Farmers Association.															
Superintendents N=54	3	5.56	36	66.67	9	16.67	4	7.41	0	0.00	2	3.70	194	3.73	
Vo-Ag Teachers N=54	18	33.33	29	53.70	5	9.26	1	1.85	0	0.00	1	1.85	223	4.21	
7. Efforts should be made to serve students in the Veterans Training Program as a part of the Young Farmers work.															
Superintendents N=54	3	5.56	22	40.74	19	35.19	8	14.81	0	0.00	2	3.70	176	3.38	
Vo-Ag Teachers N=54	7	12.96	20	37.04	20	37.04	5	9.26	1	1.85	1	1.85	186	3.51	

TABLE XVII

SUMMARY OF RESPONSES REGARDING FINANCE OF THE YOUNG FARMERS ASSOCIATION  
BY SUPERINTENDENTS AND VOCATIONAL AGRICULTURE TEACHERS

Statement	Responses by Degree of Agreement												Cumulative Response	Mean Response	
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Answer				
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent			
1. The school district is willing to help finance Young Farmers Association educational program.															
Superintendents N=54	4	7.41	28	51.85	10	18.52	9	16.67	2	3.70	1	1.85	182	3.43	
Vo-Ag Teachers N=54	10	18.52	21	38.89	14	25.93	7	12.96	2	3.70	0	0.00	192	3.56	
2. A special teacher, full or part-time, should work with Young Farmers and adults in the community															
Superintendents N=54	3	5.56	28	51.85	12	22.22	10	18.32	0	0.00	1	1.85	183	3.45	
Vo-Ag Teachers N=54	22	40.74	26	48.15	4	7.41	2	3.70	0	0.00	0	0.00	230	4.26	
3. A Young Farmers Association should be self-supporting.															
Superintendents N=54	5	9.26	25	46.30	11	20.37	12	22.22	0	0.00	1	1.85	182	3.37	
Vo-Ag Teachers N=54	10	18.52	23	42.59	6	11.11	14	25.93	1	1.85	0	0.00	189	3.50	
4. Money should be set aside in the school budget for programs such as the Young Farmers Association.															
Superintendents N=54	0	0.00	18	33.33	15	27.78	15	27.78	5	9.26	1	1.85	166	3.13	
Vo-Ag Teachers N=54	14	25.93	19	35.19	12	22.22	7	12.96	1	1.85	1	1.85	121	2.28	

The highest mean response statement was providing a full- or part-time teacher to work with young and/or adults in the community, receiving a 3.45, a neutral, and a 4.26, agree, mean responses from superintendents and vocational agriculture teachers, respectively. The responses regarding the school district's willingness to finance the Young Farmer educational program and the Young Farmers Association as self-supporting acquired a neutral mean response from superintendents, but vocational agriculture teachers had an agree response. The lowest mean response was a 3.13, a neutral response, from superintendents and 2.28, a disagree response, from vocational agriculture teachers concerning money reservation in the school budget for programs such as the Young Farmers Association.

Factors regarding organization and conducting of the Young Farmers Association are compiled in Table XVIII. It is generally agreed that the superintendents and vocational agriculture teachers have an awareness of efforts necessary for organizing and conducting Young Farmers meetings, although some problems exist.

The largest mean response of 4.26 and 4.37 by superintendents and vocational agriculture teachers, respectively, was for the statement regarding the awareness of the vocational agriculture teacher of the objectives of the Young Farmers Association. A mean response of agree was also compiled for the following statements, generally, in the order mentioned: (1) the Young Farmers Association is a good source of current agricultural information; (2) the information received from the State Department is adequate to organize a Young Farmers Association; (3) the administrators are aware of the objectives of the Young Farmers Association; and (4) the administration is informed of the activities



TABLE XVIII

## SUMMARY OF RESPONSES REGARDING ORGANIZING AND CONDUCTING THE YOUNG FARMERS ASSOCIATION BY SUPERINTENDENTS AND VOCATIONAL AGRICULTURE TEACHERS

Statement	Responses by Degree of Agreement										Cumulative Response	Mean Response		
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				No Answer	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent			Num-ber	Per-cent
1. I would like to see the values of the Young Farmers Association made known to more agriculturalists than is now the case.														
Superintendents N=54	15	27.78	31	57.41	7	12.96	0	0.00	0	0.00	1	1.85	98	1.85
Vo-Ag Teachers N=54	34	62.96	15	27.78	5	9.26	0	0.00	0	0.00	0	0.00	79	1.46
2. The administration does not understand the scope of the Young Farmers Association beyond the local level.														
Superintendents N=54	0	0.00	26	48.15	10	18.52	14	25.93	3	5.56	1	1.85	139	2.62
Vo-Ag Teachers N=54	7	12.96	18	33.33	7	12.96	15	27.78	7	12.96	0	0.00	159	2.94
3. The vocational agriculture teacher has awareness of the objectives of the Young Farmers Association.														
Superintendents N=54	16	29.63	35	64.81	2	3.70	0	0.00	0	0.00	1	1.85	226	4.26
Vo-Ag Teachers N=54	21	38.89	32	59.26	1	1.85	0	0.00	0	0.00	0	0.00	236	4.37
4. The local vocational agriculture teacher does not receive adequate information from the State Department to help establish a local Young Farmers Association.														
Superintendents N=54	0	0.00	1	1.85	14	25.93	27	50.00	11	20.37	1	1.85	217	4.09
Vo-Ag Teachers N=54	0	0.00	3	5.56	9	16.67	27	50.00	15	27.78	0	0.00	216	4.00
5. The administration is informed concerning the Young Farmers Association.														
Superintendents N=54	4	7.41	38	70.37	8	14.81	3	5.56	0	0.00	1	1.85	202	3.81
Vo-Ag Teachers N=54	13	24.07	34	62.96	2	3.70	4	7.41	1	1.85	0	0.00	216	4.00
6. The administration is not aware of the objectives of the Young Farmers Association.														
Superintendents N=54	1	1.85	5	9.26	2	3.70	32	59.26	13	24.07	1	1.85	210	3.96
Vo-Ag Teachers N=54	3	5.56	14	25.93	7	12.96	18	33.33	12	22.22	0	0.00	184	3.41
7. The Young Farmers Association is a good source of current information about agricultural practices for the members.														
Superintendents N=54	8	14.81	44	81.48	1	1.85	0	0.00	0	0.00	1	1.85	219	4.13
Vo-Ag Teachers N=54	24	44.44	27	50.00	2	3.70	1	1.85	0	0.00	0	0.00	236	4.37

regarding the Young Farmers Association. The administrators' understanding of the scope of the Young Farmers Association beyond the local level received a low neutral response from the superintendents and a neutral response from the vocational agriculture teachers. The lowest mean response of 1.85 and 1.46 by the superintendents and vocational agriculture teachers, respectively, asserted that the values of the Young Farmers Association were not known to enough agriculturalists. The strongly agree response revealed the lowest mean response in the study and was to a negative statement.

Table XIX lists the responses regarding other characteristics relative to the Young Farmers Association. These characteristics formed no general patterns of mean response.

The highest mean response by superintendents was 4.08, an agree response, for the statement that Young Farmers gain ideas of improved farm practices through question and answer sessions, while the mean response of vocational agriculture teachers was 4.55, a strongly agree. The highest mean response by vocational agriculture teachers was 4.57 regarding the educational benefits Young Farmer members can receive from tours of other Young Farmer programs, while superintendents' responses indicated a mean of 4.00. According to the agree response of the superintendents and strongly agree of the vocational agriculture teachers, the Young Farmers Association does warrant the efforts necessary from the vocational agriculture teachers' viewpoint.

Regarding the effect of information received during a Young Farmers meeting versus a one-to-one basis, the respondents stated an agree mean response. The same was true of the use of the extension center as a source for personnel to teach class. Superintendents and vocational

TABLE XIX

SUMMARY OF RESPONSES REGARDING OTHER CHARACTERISTICS OF THE  
YOUNG FARMERS ASSOCIATION BY SUPERINTENDENTS AND  
VOCATIONAL AGRICULTURE TEACHERS

Statement	Responses by Degree of Agreement												Cumulative Response	Mean Response	
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Answer				
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent			
1. In my community many people oppose an increase in school-related organizations as they are already too busy.															
Superintendents N=54	3	5.56	15	27.78	6	11.11	20	37.04	9	16.67	1	1.85	176	3.32	
Vo-Ag Teachers N=54	2	3.70	11	20.37	9	16.67	27	50.00	5	9.26	0	0.00	184	3.41	
2. A Young Farmers Association provides instruction congruent with that offered in the extension service.															
Superintendents N=54	2	3.70	24	44.44	16	29.63	11	20.37	0	0.00	1	1.85	142	2.68	
Vo-Ag Teachers N=54	2	3.70	23	42.59	8	14.81	14	25.93	6	11.11	1	1.85	158	2.98	
3. Young Farmers members can receive educational benefits from tours of other Young Farmer programs.															
Superintendents N=54	4	7.41	46	85.19	2	3.70	1	1.85	0	0.00	1	1.85	212	4.00	
Vo-Ag Teachers N=54	35	64.81	19	35.19	0	0.00	0	0.00	0	0.00	0	0.00	247	4.57	
4. Classes in an organized Young Farmers Association would not interest more often than regularly scheduled adult agricultural classes.															
Superintendents N=54	0	0.00	6	11.11	15	27.78	30	55.56	0	0.00	3	5.56	177	3.47	
Vo-Ag Teachers N=54	1	1.85	10	18.52	15	27.78	22	40.74	6	11.11	0	0.00	184	3.41	
5. The Extension Center Service is used to furnish resource personnel in Young Farmer instruction.															
Superintendents N=54	2	3.70	27	50.00	20	37.04	2	3.70	0	0.00	3	5.56	182	3.57	
Vo-Ag Teachers N=54	6	11.11	38	70.37	5	9.26	3	5.56	1	1.85	1	1.85	204	3.85	
6. The Young Farmers Association warrants the efforts necessary from the viewpoint of the vocational agriculture teacher.															
Superintendents N=54	4	7.41	35	64.81	14	25.93	0	0.00	0	0.00	1	1.85	202	3.81	
Vo-Ag Teachers N=54	25	46.30	26	48.15	3	5.56	0	0.00	0	0.00	0	0.00	244	4.52	
7. Information received from agricultural specialist on a one-to-one basis reach more individuals than information received during a Young Farmers Association meeting.															
Superintendents N=54	2	3.70	1	1.85	15	27.78	31	57.41	3	5.56	2	3.70	189	3.57	
Vo-Ag Teachers N=54	5	9.26	1	1.85	3	5.56	32	59.26	13	24.07	0	0.00	215	3.98	
8. The Young Farmers gain ideas of improved farm practices through question and answer sessions.															
Superintendents N=54	8	14.81	41	75.93	4	7.41	0	0.00	0	0.00	1	1.85	216	4.07	
Vo-Ag Teachers N=54	29	53.70	24	44.44	0	0.00	0	0.00	0	0.00	1	1.85	241	4.55	

agriculture teachers responded with high neutral mean responses relative to classes in an organized Young Farmers Association attracting more often than scheduled adult classes. A neutral mean response was attributed by both groups when confronted with the statement dealing with community opposition to more school-related organizations. The lowest mean responses of 2.68, low neutral, and 2.98, neutral, by superintendents and vocational agriculture teachers, respectively, was recorded for the statement relative to the congruency of the Young Farmers Association's instruction and that provided by the extension.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

##### Purpose and Objectives

The purpose of the study was to determine reactions of superintendents and vocational agriculture teachers in Missouri schools having a chartered local Young Farmers chapter regarding specific needs and purposes of the Young Farmers Association. To accomplish this the following objectives had to be established: (1) To determine reactions of superintendents and vocational agriculture teachers toward the effect of membership in the Young Farmers Association upon leadership development; (2) to determine reactions of superintendents and vocational agriculture teachers toward the effect of the Young Farmers Association upon the total vocational agriculture program; (3) to determine reactions of superintendents and vocational agriculture teachers toward the qualification for membership in a Young Farmers Association; (4) to determine reactions of superintendents and vocational agriculture teachers regarding the finance of the Young Farmers Association; (5) to determine reactions of superintendents and vocational agriculture teachers regarding the function of the Young Farmers Association; and (6) to determine reactions of superintendents and vocational agriculture teachers regarding additional characteristics of the Young Farmers Association.

## Procedure

Data were collected by use of a questionnaire which was mailed to superintendents and vocational agriculture teachers of the 63 chartered Young Farmers Associations in Missouri. The questionnaire used concerned background characteristics of respondents and their programs, reaction statements, and a grouping of instructional intentions. Fifty-four superintendents and 54 vocational agriculture teachers responded to the questionnaires for a total response of 85.7 percent.

## Findings

A summary of the personal data concerning the background characteristics of the respondents and their programs were as follow:

1. Forty-nine of the vocational agriculture teachers were married, while five remained single.

2. The average age of the vocational agriculture teachers was 38.3 years of age. The age ranged from 23 to 65. The largest age range was 26 to 30 years of age.

3. Experience of vocational agriculture teachers ranged from 1 to 35 years. The largest range had less than five years. The average experience was 13.31 years. Only five teachers had over 25 years of experience.

4. Over 40 percent of the schools had less than 300 students in high school (grades 9 through 12). The largest group of teachers was from schools ranging in enrollment from 151 to 300 students. Enrollment varied from 50 to 750 students.

5. Membership in the Young Farmers Association averaged 24.02 members. The range of membership was from 10 to 61 students. Over 80

percent of the chapters had less than 30 members. The largest membership category was the 10 to 20 range.

6. Thirty-seven of the vocational agriculture teachers did not have a Young Farm Wives Association. Only two associations had over 30 members. The average membership of those chartered chapters was 18.55.

7. The largest group range of FFA chapter membership was 51 to 75 members. Four chapters had over 100 members, and five chapters had less than 25 members.

8. The majority of the vocational agriculture teachers received their degrees from the University of Missouri. Other institutions included were Oklahoma State University, Arkansas State University, and Texas A & M.

9. Over 70 percent of the vocational agriculture teachers had maintained their present location for less than ten years. The largest range had one to five years. The average was 9.31 years.

10. Most of the superintendents had not taught in the elementary classroom. The majority had taught in secondary education from one to ten years.

11. The distribution of the superintendents according to years of experience as superintendent was very even. A difference of three respondents existed between the first four ranges. Eight respondents did have over 20 years of experience.

12. The majority of the superintendents were in the same school system for less than ten years, with 50 percent having one to five years local experience. The average length of service was 7.47 years.

A majority of superintendents felt the Young Farmers Association would benefit from the following:

1. Established agriculturalists who desire additional training,
2. The 18 to 40 age group,
3. Students who are college bound, and
4. Out-of-school youth and drop-outs.

A majority of vocational agriculture teachers felt the Young Farmers Association would benefit from the following:

1. Established agriculturalists who desire additional training,
2. The 18 to 40 age group,
3. Students who are not college bound,
4. All ages, and
5. All students, college bound or not.

Other areas mentioned by superintendents or vocational agriculture teachers were the following:

1. All people in the area,
2. Ladies,
3. Older all-day students
4. Older farmers,
5. Agricultural-related employees, and
6. Beginning farmers.

The following is a summary of the superintendents' and vocational agriculture teachers' reactions to selected statements to determine the needs and purposes of the Young Farmers Association.

When summarized by areas of the Young Farmer program, including leadership development, relationship to the total vocational agriculture program, financing, eligibility for membership, organizing and conducting meetings, and other characteristics, the following findings were disclosed:



1. Superintendents and vocational agriculture teachers expressed a mean response of "agree" that the Young Farmers Association has leadership development benefits as indicated by an overall mean response of 3.5 and 3.62, respectively. Also, they agreed that the young farmers need a more active role in program planning and development.

2. An overall mean response of 3.81 and 4.17 by the superintendents and vocational agriculture teachers, respectively, indicated they agreed that the Young Farmers Association had a positive effect on the total vocational agriculture program. The highest response concerned the relationship the Young Farmers Association fosters between the school and the rural community, with mean responses of 4.11 and 4.52, respectively.

3. Both groups of respondents had an overall mean response of "agree" concerning eligibility for membership in the Young Farmers Association. These groups include persons wishing to develop agriculture and agri-business endeavors, farm related businessmen, and administrators. It was agreed that most areas have enough eligible people to form a Young Farmers chapter and high school counselors should encourage students returning to the farm to participate. By a mean response of 2.84 and 2.79, respectively, the groups indicated the Young Farmers Association is not to prepare students for entry into agriculture or agri-business.

4. Financing the Young Farmers Association and its educational programs received an overall neutral mean response of 3.35 and 3.40 for the superintendents and vocational agriculture teachers, respectively. The reaction varying from the neutral response concerned provisions for a special teacher to work with young and adult farmers in the community,

as vocational agriculture teachers agreed a teacher should be provided.

5. Indications were strong that the Young Farmers Association does not reach enough agriculturalists, as this statement received a strongly disagree response from superintendents and vocational agriculture teachers. Overall, the mean response for organizing and conducting Young Farmer programs had a mean response of 3.53 for superintendents and 3.51 for vocational agriculture teachers, both high neutral responses.

6. Superintendents expressed a 3.56 mean response and vocational agriculture teachers a 3.91 mean response toward other characteristics of the Young Farmers Association. The statement concerning the efforts necessary of the teacher as worthy drew the highest degree by vocational agriculture teachers regarding the area of other characteristics of the Young Farmers Association.

An overall summary of the findings by individual statements reveals similarities in the responses of superintendents and vocational agriculture teachers toward the Young Farmers Association. Both respondent groups maintained mean responses of "agree" regarding the following:

1. Members of the Young Farmers Association benefit from the leadership development activities of the program. They also agreed that members need a more active role in planning and conducting the local meetings. This would strengthen the endurance of the program, especially should the current vocational agriculture teacher leave.

2. The Young Farmers Association fosters a better working relationship between the school and local community by increasing the awareness of the FFA and vocational agriculture plus providing a mutual educational leadership development program for agri-business and production agriculture.

3. Educational instruction and leadership development programs provided by the Young Farmers Association are beneficial to further develop the abilities for those involved in agriculture and agribusiness. Also, the administrator would benefit from participation in the Young Farmers activities. High school counselors should encourage graduating seniors returning to the farm to join the Young Farmers Association.

4. Vocational agriculture teachers have received adequate information from the State Department of Vocational Agriculture to establish a local Young Farmers chapter. Through the information received, the vocational agriculture teachers are aware of the objectives of the Young Farmers Association and have kept the school administration informed. The Young Farmers Association is a good source of current information about agricultural practices.

5. The Extension Center Service is used for resource personnel in young farmer instruction. Also, the instruction received during Young Farmer meetings reaches more individuals than on a one-to-one basis.

Superintendents and vocational agriculture teachers had neutral mean responses to the following:

1. The purpose of the Young Farmers Association is not to prepare students for entry into agriculture or agribusiness occupations.

2. The administration is not sure of the scope of the Young Farmers Association beyond the local level.

3. People in the community oppose an increase in school-related organizations.

4. The Young Farmers Association instruction is congruent to that provided by the extension.

5. Classes in the Young Farmers Association would not interest persons more often than regularly scheduled adult classes.

Superintendents and vocational agriculture teachers had varying responses on the following:

1. Vocational agriculture teachers expressed an agree mean response concerning the age limitation of 40 for Young Farmers Association officers, while the superintendents responded neutral.

2. Superintendents and vocational agriculture teachers expressed favoritism to the leadership development activities of the Young Farmers Association similar to the FFA by a mean response of agree and strongly agree, respectively.

3. Superintendents expressed an agree and vocational agriculture teachers a strongly agree mean response regarding the relationship of the school and rural community which is fostered by the Young Farmers Association.

4. The effect of the Young Farmers Association on the vocational agriculture program as perceived by the superintendents received a neutral response, while it received an agree response from the vocational agriculture teachers.

5. Enough young farmers in the area to form a Young Farmers Association is evidenced by an agree mean response by superintendents and strongly agree by vocational agriculture teachers.

6. Superintendents expressed a neutral mean response affecting efforts for Veterans Training in the Young Farmers Association, while vocational agriculture teachers expressed an agree.

7. Although vocational agriculture teachers felt the school district should finance the Young Farmers Association, as indicated by an

agree mean response, superintendents had a mean response of neutral on finance statements.

8. Administrators agreed that the values of the Young Farmers Association has not reached all agriculturalists as expressed by an agree mean response. Vocational agriculture teachers strongly agree with the statement.

9. Administrators felt they understood the objective of the Young Farmers Association because of the agree mean response, but vocational agriculture teachers only responded neutral.

10. Vocational agriculture teachers strongly agreed that tours of other young farmer programs are beneficial and that the question and answer sessions at young farmer classes inform them of improved farming ideas. Superintendents agreed that these benefits are maintained through the instruction.

11. Because of the benefits received by the young farmers, superintendents agreed and vocational agriculture teachers strongly agreed that the efforts put forth for the Young Farmer program were worthwhile.

Superintendents and vocational agriculture teachers agreed that young farmers do need to take a more active role in planning and conducting meetings.

### Conclusions

After analysis of the data collected, the investigator feels he can make the following conclusions concerning the Young Farmers Association in Missouri.

1. The continuance of Young Farmer activities similar to FFA are

instrumental in leadership development. The age of officers has no deterring effect upon the benefits, but more benefits could be obtained through more members' planning more activities.

2. The Young Farmers Association improves the total vocational agriculture program, both through the observation of the superintendents and vocational agriculture teachers. It will foster an especially good relationship between the school and rural community.

3. A definite opinion was not revealed concerning finance of the Young Farmer Association through the school budget, but a special teacher for the program did receive favorable consideration. Also, finance of the Young Farmers "educational program" deserves prior consideration to financing the Young Farmers Association.

4. Young farmers are of sufficient quantity in the representative geographic areas studied to provide for a Young Farmers Association. A major purpose of the Young Farmers Association is to provide education for persons already in agriculture and agri-business. As an associate member both groups agree that the administrator would benefit from the young farmer activities. The Young Farmers Association was not designed to prepare students for entry into agriculture or agri-business but could be part of a Veteran's Training program. Because of the benefits of the Young Farmers Association to beginning farmers, high school counselors should encourage students to become a part of the activities when they return to the farm.

5. The vocational agriculture teachers have an awareness of the objectives for organizing and conducting a local Young Farmers Association. In most cases, there is a lack of communication for young farmers in the area who could benefit from the program. Although the super-

intendent is usually informed of the Young Farmers Association activities, he does not understand the objectives of the organization, especially beyond the local level.

6. The young farmer program awards the vocational agriculture teacher by viewing the accomplishments of the Young Farmers Association. Although information is congruent to that offered by extension, the leadership development increases the worth of the Young Farmers Association.

7. The Young Farmers Association is most adapted to persons who are farming or interested in the farming community but need additional training in agricultural methods and leadership development.

8. Overall, superintendents and vocational agriculture teachers agree that the Young Farmers Association is beneficial; however, vocational agriculture teachers are more convinced.

#### Recommendations

After completing this study, the writer feels the following can be recommended:

1. District and state leadership activities be continued.
2. Local young farmers take a more active role in planning and conducting meetings.
3. Local Young Farmers Associations work cooperatively with the FFA to provide an integral leadership relationship.
4. School boards consider financing a special teacher, full- or part-time, to work with the young and adult program.
5. Functions of the Young Farmers Association be self-supporting.

6. High school counselors encourage seniors returning to agriculture to become a part of the Young Farmers Association.
7. Encourage the superintendent to be an associate member in the local Young Farmers Association.
8. An effort should be made to inform more agriculturalists of the objectives of the Young Farmers Association.
9. An effort should be made to inform the superintendent concerning the objectives of the Young Farmers Association--local, state, and national.
10. The Young Farmers Association should continue to provide relevant and current agricultural information to the young farmers.
11. A continued emphasis should be placed on tours of other young farmers' programs and operations.



#### A SELECTED BIBLIOGRAPHY

- (1) Allison, David E. "Factors Related to Developing Young Farmer Programs in Oklahoma." (Unpub. M. S. report, Oklahoma State University, 1963.)
- (2) Bergevine, Paul, Dwight Morris, and Robert Smith. Adult Education Procedures. Greenwich, Connecticut: The Seabury Press, 1963.
- (3) Beyl, Doyle. "Education for Young Farmers." Agriculture Education Magazine, Vol. 43 (August, 1970), 42-43.
- (4) Bingham, William. "We Can't Neglect Our Young Farmers." Agriculture Education Magazine, Vol. 38 (December, 1965), 128.
- (5) Brunner, Edmund, David S. Wilder, Corinne Kirchner, and John S. Newberry. An Overview of Adult Education Research. Chicago: Adult Education Association of the U.S.A., 1959.
- (6) Bushoom, Gorden H. "Out-of-School Programs Can Help You." Agriculture Education Magazine, Vol. 27 (November, 1954), 108.
- (7) Cassidy, John F. "After 25 Years Teaching Adults." Agriculture Education Magazine, Vol. 44 (April, 1972), 256.
- (8) Cheatham, Jack. "The Planning, Development, and Implementation of a Young Farmer Organization in Comanche, Oklahoma." (Unpub. M. S. report, Oklahoma State University, 1972.)
- (9) Davis, Glen. "The Effects of a Young Farmer Tour." Agriculture Education Magazine, Vol. 43 (May, 1971), 286.
- (10) Ekstrom, George F., and John B. McClelland. Adult Education in Vo-Ag. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1952.
- (11) Florell, Robert J. "Teach Adults and Strengthen Your Program." Agriculture Education Magazine, Vol. 44 (April, 1972), 263.
- (12) Gaylord, Bruce. "Experience Proves the Worth of Young Farmer Instruction." Agriculture Education Magazine, Vol. 27 (November, 1954), 110.
- (13) Heitz, John. "Out-of-School Classes in Nebraska." Agriculture Education Magazine, Vol. 26 (December, 1953), 146.

- (14) Henderson, Carwin. "Methods of Organizing, Administering, and Conducting Adult Farmer Classes in Northeastern Nebraska." (Unpub. M. S. report, Oklahoma State University, 1952.)
- (15) Martin, David L. "The Planning, Organizing, Development, and Implementation of the Oklahoma Young Farmer Association." (Unpub. M. S. report, Oklahoma State University, 1970.)
- (16) The National Vocational Education Act, Public Law Number 347. 64th Congress, U.S.A., Section 10 (February 23, 1917).
- (17) Nicholson, David H. "Why Adults Attend School." Adult Education Bulletin, Vol. 17 (August, 1949), 172-177.
- (18) Nielson, Duane M. "Are We Meeting the Needs of Our Young Farmers?" Agriculture Education Magazine, Vol. 27 (November, 1954), 101.
- (19) Official Manual, California Young Farmer Association. San Francisco: State Bureau of Agriculture Education, 1948.
- (20) Phipps, Lloyd J. Handbook on Teaching Vocational Agriculture. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1956.
- (21) Price, Robert R. "Factors Associated With the Occurrence of Local Young and Adult Farmer Instructional Programs in Vocational Agriculture in Pennsylvania and Oklahoma." (Unpub. Ed.D. dissertation, Pennsylvania State University, 1956.)
- (22) Rawson, William. "Education for Young Farmers." Agriculture Education Magazine, Vol. 42 (April, 1970), 248.
- (23) Sanders, Fred. "Young Farmer Programs." Agriculture Education Magazine, Vol. 23 (February, 1951), 188.
- (24) Schein, Glen. "Organizing and Conducting Agricultural Classes for Adults in a Small Rural Community." (Unpub. M. S. report, Oklahoma State University, 1956.)
- (25) Sterling, John T. "The Need for Full-Time Teachers of Adults." Agriculture Education Magazine, Vol. 43 (August, 1970), 27.
- (26) Stevens, Glenn, and Robert L. Humnell. "Modern Adult Education in Agricultural Production." Agriculture Education Magazine, Vol. 42 (April, 1970), 252.
- (27) Swaney, L. B. "Experience With Out-of-School Instruction Affects the All-Day Program." Agriculture Education Magazine, Vol. 27 (November, 1954), 104.
- (28) True, Alfred Charles. A History of Agricultural Education in the United States. Washington, D.C.: U. S. Government Printing Office, 1929.

- (29) Twenty-Sixth Yearbook, "The Expanding Role of Education."  
Washington, D.C.: American Association of School Adminis-  
trators, 1949.
- (30) Yates, John L. "Organization Can Make a Difference." Agriculture  
Education Magazine, Vol. 27 (November, 1954), 107.

## APPENDIX

Zane Mulbery  
P.O. Box 45  
Halfway, Missouri 65663

Dear

If I may have a few moments of your time, I ask your cooperation in filling out the enclosed questionnaire. The questionnaire is designed to obtain data concerning The Missouri Young Farmer Association and will be compiled for a thesis in the Agriculture Education Department at Oklahoma State University.

This questionnaire is being sent to Vocational Agriculture teachers and Superintendents of schools with chartered Young Farmer Associations in Missouri to measure attitudes toward the Young Farmer Association.

It is hopeful the results may help to project improvements for the Young Farmer Association that it may maximize educational benefits.

If you would complete the questionnaire and return it as soon as possible in the enclosed self-addressed envelope, I shall be

Yours truly,

*Zane Mulbery*

Zane Mulbery

Enclosures

P.S. Thanks a million.

YOUNG FARMER QUESTIONNAIRE  
(VOCATIONAL AGRICULTURE TEACHER)

1. What is your marital status? \_\_\_\_\_ Single \_\_\_\_\_ Married
2. What is your present age? \_\_\_\_\_
3. How many years have you taught vocational agriculture? \_\_\_\_\_
4. What is the size of the present school in number of students,  
9-12? \_\_\_\_\_
5. How many members are in your Young Farmer Association? \_\_\_\_\_ Do  
you have a Young Farm Wives Association? \_\_\_\_\_ If yes, how many  
members? \_\_\_\_\_
6. How many members does the local FFA Chapter have? \_\_\_\_\_
7. From which institution did you receive your undergraduate degree?  
\_\_\_\_\_
8. How many years have you been employed in your present school? \_\_\_\_\_

Part I

Please indicate the extent to which you agree or disagree with each of the following statements as it applies to your local Young Farmer Association by circling the appropriate response to the right of the statement. The response categories are as follows:

SA = Strongly Agree  
A = Agree  
N = Neutral  
D = Disagree  
SD = Strongly Disagree

1. State and district activities similar to FFA help to provide interest and a balanced Young Farmer program (State Convention, tours, newsletter, etc.) SA A N D SD
2. I would like to see the values of the Young Farmers Association made known to more agriculturalists than is now the case. SA A N D SD
3. In my community many people oppose an increase in school related organizations as they are already too busy. SA A N D SD

4. High school counselors should encourage persons returning to the farm to join the Young Farmers Association. SA A N D SD
5. The local Young Farmers Association would probably terminate if the current vocational agriculture teacher should leave. SA A N D SD
6. The Administration is not aware of the objective of the Young Farmers Association. SA A N D SD
7. A Young Farmers Association fosters leadership for its membership. SA A N D SD
8. The school district is willing to help finance Young Farmers Association educational programs. SA A N D SD
9. A Young Farmers Association provides instruction congruent with that offered in the Extension service. SA A N D SD
10. The Missouri Young Farmers Association does not allow officers who are over forty. This is a detriment to the Young Farmers Association. SA A N D SD
11. A special teacher, full- or part-time, should work with young farmers and adults in the community. SA A N D SD
12. The Administration does not understand the scope of the Young Farmers Association beyond the local level. SA A N D SD
13. Young Farmer members can receive educational benefits from tours of other Young Farmer programs. SA A N D SD
14. A Young Farmers Association should be self supporting. SA A N D SD
15. Young Farmer members need to take a more active role in planning and conducting meetings. SA A N D SD
16. The vocational agriculture teacher has awareness of the objectives of the Young Farmers Association. SA A N D SD
17. The Young Farmers Association is a good source of current information about agricultural practices for the members. SA A N D SD
18. Classes in an organized Young Farmers Association would not interest farmers more often than regularly scheduled adult agricultural classes. SA A N D SD
19. The Administration is informed concerning the Young Farmers Association. SA A N D SD

20. Money should be set aside in the school budget for programs such as the Young Farmers Association. SA A N D SD
21. The Extension Center Service is used to furnish resource personnel in Young Farmer instruction. SA A N D SD
22. The local vocational agriculture teacher does not receive adequate information from the State Department to help establish a local Young Farmers Association. SA A N D SD
23. In my opinion there are not enough young farmers in this area to keep a local Young Farmers Association as a worthwhile educational program. SA A N D SD
24. The Young Farmers Association fosters a better relationship between agri-businessmen and farmers. SA A N D SD
25. The Young Farmers Association increases the awareness of the FFA program. SA A N D SD
26. A Young Farmers Association has no effect on the vocational agriculture program as perceived by the local administration. SA A N D SD
27. A major purpose of the Young Farmers Association is to further develop the abilities of members for their agriculture and agri-business endeavors. SA A N D SD
28. The Young Farmers Association warrants the efforts necessary from the viewpoint of the vocational agriculture teacher. SA A N D SD
29. The Administrator would not benefit as an associate member of the Young Farmers Association. SA A N D SD
30. A Young Farmers Association has no relationship to a more effective vocational agriculture program as perceived by the local community. SA A N D SD
31. Information received from agriculturalist specialist on a one-to-one basis reach more individuals than information received during a Young Farmers Association meeting. SA A N D SD
32. It is not the purpose of the Young Farmers Association to prepare students for entry into occupations in agriculture and agri-business. SA A N D SD
33. The Young Farmers Association will foster a better relationship between the school and rural community. SA A N D SD
34. The young farmers gain ideas of improved farm practices through question and answer sessions. SA A N D SD



35. Participation in a Young Farmers Association will not help prepare a vocational agriculture teacher for a better day school program. SA A N D SD
36. Farm related businessmen should be included in the membership of the Young Farmers Association. SA A N D SD
37. Efforts should be made to serve students in the veterans training program as a part of the Young Farmer work. SA A N D SD
38. A Young Farmers Association does little to help in making the community aware of the total vocational agriculture program. SA A N D SD

## Part II

1. The Young Farmers Association benefits the following (check all that apply):
- ☐ a. Out-of-school youth and drop-outs.
  - ☐ b. Students who are not college bound.
  - ☐ c. All students, college bound or not.
  - ☐ d. Established agriculturalists who desire additional training.
  - ☐ e. The 18-40 age group.
  - ☐ f. All ages.
  - ☐ g. Other. Specify \_\_\_\_\_
2. Please feel free to make additional remarks below.

YOUNG FARMER QUESTIONNAIRE  
(SUPERINTENDENT)

1. How many years were you a classroom teacher?
  - a. Elementary \_\_\_\_\_
  - b. Secondary \_\_\_\_\_
  - c. Other \_\_\_\_\_ Specify \_\_\_\_\_
  - d. None \_\_\_\_\_
2. How many years have you served as a superintendent? \_\_\_\_\_
3. What is the size of the present school in number of students, grades 9-12? \_\_\_\_\_
4. How many years have you been employed in your present school? \_\_\_\_\_

Part I

Please indicate the extent to which you agree or disagree with each of the following statements as it applies to your local Young Farmers Association by circling the appropriate response to the right of the statement. The response categories are as follows:

SA = Strongly Agree  
A = Agree  
N = Neutral  
D = Disagree  
SD = Strongly Disagree

1. State and district activities similar to FFA help to provide interest and a balanced Young Farmers program (State Convention, tours, newsletter, etc.) SA A N D SD
2. I would like to see the values of the Young Farmers Association made known to more agriculturalists than is now the case. SA A N D SD
3. In my community many people oppose an increase in school related organizations as they are already too busy. SA A N D SD
4. High school counselors should encourage persons returning to the farm to join the Young Farmers Association. SA A N D SD
5. The local Young Farmers Association would probably terminate if the current vocational agriculture teacher should leave. SA A N D SD
6. The Administration is not aware of the objectives of the Young Farmers Association. SA A N D SD

7. A Young Farmers Association fosters leadership for its membership. SA A N D SD
8. The school district is willing to help finance Young Farmers Association educational programs. SA A N D SD
9. A Young Farmers Association provides instruction congruent with that offered in the Extension service. SA A N D SD
10. The Missouri Young Farmers Association does not allow officers who are over forty. This is a detriment to the Young Farmers Association. SA A N D SD
11. A special teacher, full- or part-time, should work with young farmers and adults in the community. SA A N D SD
12. The Administration does not understand the scope of the Young Farmers Association beyond the local level. SA A N D SD
13. Young Farmer members can receive educational benefits from tours of other Young Farmer programs. SA A N D SD
14. A Young Farmers Association should be self supporting. SA A N D SD
15. Young Farmer members need to take a more active role in planning and conducting meetings. SA A N D SD
16. The vocational agriculture teacher has awareness of the objectives of the Young Farmers Association. SA A N D SD
17. The Young Farmers Association is a good source of current information about agricultural practices for the members. SA A N D SD
18. Classes in an organized Young Farmers Association would not interest farmers more often than regularly scheduled adult agricultural classes. SA A N D SD
19. The Administration is informed concerning the Young Farmers Association. SA A N D SD
20. Money should be set aside in the school budget for programs such as the Young Farmers Association. SA A N D SD
21. The Extension Center Service is used to furnish resource personnel in Young Farmer instruction. SA A N D SD
22. The local vocational agriculture teacher does not receive adequate information from the State Department to help establish a local Young Farmers Association. SA A N D SD

23. In my opinion there are not enough young farmers in this area to keep a local Young Farmers Association as a worthwhile educational program. SA A N D SD
24. The Young Farmers Association fosters a better relationship between agri-businessmen and farmers. SA A N D SD
25. The Young Farmers Association increases the awareness of the FFA program. SA A N D SD
26. A Young Farmers Association has no effect on the vocational agriculture program as perceived by the local administration. SA A N D SD
27. A major purpose of the Young Farmers Association is to further develop the abilities of members for their agriculture and agri-business endeavors. SA A N D SD
28. The Young Farmers Association warrants the efforts necessary from the viewpoint of the vocational agriculture teacher. SA A N D SD
29. The Administrator would not benefit as an associate member of the Young Farmers Association. SA A N D SD
30. A Young Farmers Association has no relationship to a more effective vocational agriculture program as perceived by the local community. SA A N D SD
31. Information received from agriculturalist specialist on a one-to-one basis reach more individuals than information received during a Young Farmers Association meeting. SA A N D SD
32. It is not the purpose of the Young Farmers Association to prepare students for entry into occupations in agriculture and agri-business. SA A N D SD
33. The Young Farmers Association will foster a better relationship between the school and rural community. SA A N D SD
34. The young farmers gain ideas of improved farm practices through question and answer sessions. SA A N D SD
35. Participation in a Young Farmers Association will not help prepare a vocational agriculture teacher for a better day school program. SA A N D SD
36. Farm related businessmen should be included in the membership of the Young Farmers Association. SA A N D SD
37. Efforts should be made to serve students in the veterans training program as a part of the Young Farmer work. SA A N D SD

38. A Young Farmers Association does little to help in making the community aware of the total vocational agriculture program.

SA A N D SD

## Part II

1. The Young Farmers Association benefits the following (check all that apply):
- ☐ a. Out-of-school youth and drop-outs.
  - ☐ b. Students who are not college bound.
  - ☐ c. All students, college bound or not.
  - ☐ d. Established agriculturalists who desire additional training.
  - ☐ e. The 18-40 age group.
  - ☐ f. All ages.
  - ☐ g. Other. Specify \_\_\_\_\_
2. Please feel free to make additional remarks below.

## VITA

Roy Zane Mulbery

Candidate for the Degree of  
Master of Science

Thesis: ATTITUDES TOWARD THE YOUNG FARMERS ASSOCIATION OF SUPER-  
INTENDENTS AND VOCATIONAL AGRICULTURE TEACHERS IN SCHOOLS WITH  
CHARTERED YOUNG FARMERS CHAPTERS IN MISSOURI

Major Field: Agricultural Education

### Biographical:

Personal Data: Born in Beaver, Oklahoma, May 6, 1948, the son of  
Raymond C. and Orpha M. Mulbery.

Education: Graduated from Laverne High School, Laverne, Oklahoma,  
in May, 1966; attended Oklahoma State University from  
September, 1966, to May, 1970; received the Bachelor of  
Science degree in May, 1970; engaged in post-graduate study  
toward the Degree of Master of Science at Oklahoma State  
University, Stillwater, Oklahoma, from June, 1971, to  
present; completed requirements for the Master of Science  
degree in July, 1974.

Professional Experience: Entered Army National Guard on active  
status June, 1970, to November, 1970; continue reserve status  
until April, 1976; teacher of vocational agriculture at  
Halfway R-3 School, Halfway, Missouri, July, 1971, to June,  
1974; teacher of vocational agriculture at Carl Junction High  
School, Carl Junction, Missouri, July, 1974, to present.

Professional Organizations: Member of the Missouri Vocational  
Agriculture Teachers' Association, National Vocational Agri-  
culture Teachers' Association, Southwest Missouri Vocational  
Agriculture Teachers' Association, American Vocational  
Association, Missouri State Teachers' Association, Polk  
County Teachers' Association.

Leadership Activities: Member of Alpha Gamma Rho, Halfway Young  
Farmers, Halfway Lion's Club, Polk County Farm Bureau, secre-  
tary of Polk County Fair Board, vice-president Sub-District 14  
Vocational Agriculture Teachers, State Banquet Committee of  
Missouri Vocational Agriculture Teachers' Association.